

# Using ICT to Enhance Writing: Digital Stories and other ideas...



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## Using ICT to Enhance Writing

*'Today's digital kids think of information and communications technology (ICT) as something akin to oxygen: They expect it, it's what they breathe, and it's how they live; They use ICT to meet, play, date, and learn; It's an integral part of their social life; It's how they acknowledge each other and form their personal identities' (John Seely-Brown, 2004).*

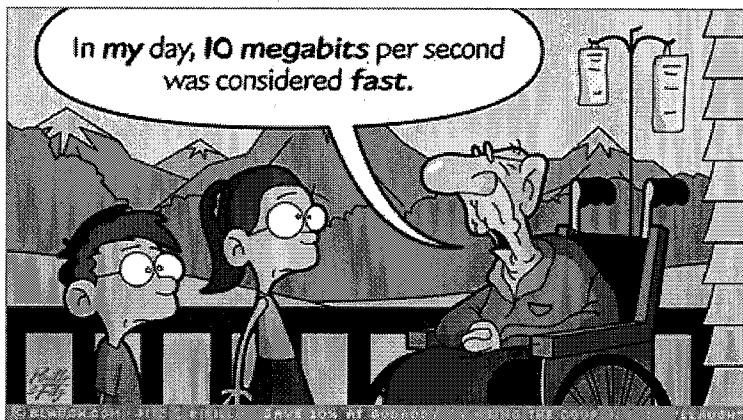
### Digital Storytelling

In producing digital stories, students address concepts which are common to both print and film – character, setting, genre and narrative structure – drawing on their wider cultural knowledge. This generation of students is drawn to the visual. Garth Boomer stated that "Stories are the lifeblood of our nation."

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One way to focus on the craft and artistry of writing, and tap into the creativity of your students is to get to create digital narratives using technology. They can add the images, voiceover, sound and even video clips. If you restrict it to 300 words and get them to focus on: powerful verbs, imagery and even include a motif such as a mirror and a concept such as duplicity, then the students refine their writing skills and 'play' with words and syntax.



can be achieved through hyper linking. In a factual piece, the students could include links to facts, statistics, images, documents, etc. The Time-line digital story is an exciting way to represent the interplay of history and memory or combine fact and fiction for the life of a scientist. Students could construct a timeline and include hyperlinks to personal diary or journal entries or eyewitness accounts. They will find voice, confidence, and structure in their writing.

The students could create short stories, sonnets, prose poetry or even a short film. The digital story can be done in Power Point, Moviemaker, Word, and Publisher. The digital story can be used to present alternative endings, hybrid genres, and faction. This

## Digital Story Planning for Students

*"Story grammar is the "ability to encapsulate, contextualize, and emotionalize information, understanding and experiences for yourself and others - becoming vastly important in the Conceptual-Information Age" Daniel Pink.*

### Step One: Brainstorming

- Brainstorm ideas for a piece of writing: narrative, poem, non-fiction, factual report, etc. Teacher to provide task and marking guidelines and some models if possible.
- Create a folder for the digital story.



### Step Two: The Writing

- Compose a 300-word or less piece of writing paying close attention to:
  - a. The demands of the task: outcomes to be assessed and rubric
  - b. The audience and purpose
  - c. Required form and its conventions
  - d. The syntax: varying sentence structure such as: simple, complex, compound and truncated sentences – *"You don't fight dragons with languid sentences!"* Gary Disher
  - e. The word choice: focus on the verbs; they are the powerhouse of your writing!
  - f. Imagery: appeal to the senses; figurative devices.
  - g. The voice: person (1st, 2<sup>nd</sup> or 3<sup>rd</sup>); word choice
  - h. The punctuation
  - i. The spelling



### Step Three: Planning

- Plan what images you will need to reflect and represent the writing.
- Use the storyboard sheets for planning. (See storyboard)



### Step Four: Images and Footage

- Carefully select and download images – about 10. They need to check the resolution: should be higher than 300 dpi.
- You could use a digital camera to take original photographs.
- If video or film footage is to be incorporated in a digital story, use a video camera or mobile phone to shoot original footage. There is no need to edit the footage as this can be done in Moviemaker.
- Film footage can be downloaded from YouTube at home or Australian Screen at school and added to the digital story. The YouTube video clip has to be converted to a WMV file.

### **Step Five: Voice and Sound**

- Record your reading of the piece of writing. Use other students if you are incorporating different voices. Use a microphone or an MP3 player and download the recording. The way that you use tone in your voice can impact on the story. The tone of the storyteller's voice provides the drama and sets the mood.
- If you want to include theme music or sound effects download these at home.
- If you want to mix the voiceover and the music, you could use Audacity or Garage Band (Mac) to do so. (Free download)



### **Step Six: Importing**

- Import images and sound files into Moviemaker or Photostory
- Place images in first to match the writing
- Drag the voiceover in and the music and match it up to the images.



### **Step Seven: Editing**

- Edit the timing. Get them to ensure that the images and the timing match the sound track.
- Add any transitions or effects to the images.
- Re-check spelling and sentence structure!



### **Step Eight: Saving Project**

- In Moviemaker 'Save' only to begin with and then 'Save as movie' when you are happy with what you have created.



### **Step Nine: Share your Project**

- Show your digital story to others!

## Suggestions

*"Every community has a memory of itself.*

*Not a history, nor an archive, nor an authoritative record...*

*A living memory, an awareness of a collective identity woven of a thousand stories."*

- The digital story can be used to present alternative endings, hybrid genres, memoirs and factual reports.
- Create a digital narrative or non-fiction text such as a report or evaluation using a range of sources or texts, such as: an interview, a newspaper report, an sms message, a journal entry, etc.
- Capture the memories of community members such as the local fireman, policeman or politician or an elder. Scan their photographs in and create a rich record of their story!
- Powerpoint can be used to hyper link to facts, statistics, images, documents, etc.
- An imaginative narrative in Movie maker or Photostory can include factual commentary, graphs, etc.
- The Time-line digital story is an exciting way to represent the interplay of history and memory. Students could construct a timeline and include hyperlinks to personal diary or journal entries or eyewitness accounts.

## Digital Story Resources

- Photo Story 3 can be downloaded from:  
<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspix>
- Media Player 7 or above is needed to view digital narratives made with Photo Story 3. **Media Player 10 or 11** can be downloaded from:  
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
- a. <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml> – an interesting site where students can view interesting digital stories and learn how to create them.
- b. Digitaless, <http://www.digi-tales.org/> - more digital stories!
- c. Digitaless, <http://www.digitaless.us/gallery/index.php>
- d. Digitaless, <http://www.ice.org.au/projects/digitaless/> (Sydney – multicultural stories)
- e. Centre for Digital Stories, <http://www.storycenter.org/index1.html>
- f. Digital Drive-in, <http://www.nextexit.com/drivein/driveinframeset.html> - some interesting digital stories
- g. Changing Lives, <http://www.changinglives.com.au/2008/04/abrar-autumn-and-i.html> - digital stories by seven young Iraqi women living in Western Sydney
- h. ACMI Digital Stories, [http://www.acmi.net.au/digital\\_stories.htm](http://www.acmi.net.au/digital_stories.htm)
- i. Photobus, <http://www.photobus.co.uk/index.php?id=2>
- j. Youth Central,  
<http://www.youthcentral.vic.gov.au/News+&+Features/Digital+Stories/>
- k. Digital stories, [http://www.swplc.vic.edu.au/Digital\\_Story.htm](http://www.swplc.vic.edu.au/Digital_Story.htm)

- l. Creative Commons, <http://creativecommons.org/> - access to copyright free music, images and videos
- m. Resources for Creating Digital Stories, EDNA, <http://www.edna.edu.au/edna/go/about/pid/1940>
- n. Knowledge Bank, <http://www.education.vic.gov.au/knowledgebank/digitalstories/default.asp> - tutorial and examples
- o. Digital Storytelling, <http://www.electronicportfolios.com/digistory/> - fabulous examples
- p. Story Centre, <http://www.storycenter.org/index1.html> - examples
- q. The Process - <http://www.education.vic.gov.au/knowledgebank/digitalstories/default.asp>
- r. Stories, <http://www.ames.net.au/shop/createconnections/Samples/index.htm>
- s. Animation station, <http://www.animation-station.com/>
- t. Background City, <http://www.backgroundcity.com/>
- u. Flickr, <http://www.flickr.com/>
- v. History made everyday, <http://www.history.com/media.do> - free video clips
- w. Stories of Service, [http://digiclub.org/sofs/index.php?page\\_id=1](http://digiclub.org/sofs/index.php?page_id=1) – war veterans in America share their digital stories
- x. Memory Miner, <http://www.memoryminer.com/> - software that enables you to make links in your digital stories

## Effective Writing Resources

- Children's Creative Story Writing, <http://www.midlandit.co.uk/education/storyhistory.htm>.
- Short Story Writing Tips, <http://www.shortstorygroup.com/storytips.htm>.
- Tips for Writing a Short Story, <http://www.write101.com/shortstory.htm>.
- Writing Tips for Young People, <http://www.actwriters.org.au/youth/Writing%20Tips.htm>.
- Kate Grenville. (1990). *The Writing Book*. Allen and Unwin
- John Marsden. (1993). *Everything I Know About Writing*, Reed Books Australia

## Movie Maker 2 Tips

1. Save all files: images, video clips, audio clips, text etc into the one file.
2. When you are working on the movie 'Save as Project' – ensure that all downloads are saved with the movie project.
3. When you are happy with the movie project 'Save as a Movie File' (2003) or 'Publish Movie' (2007).
4. It is best to use a microphone when you want to narrate a movie project.
5. Moviemaker 2 can import most sound formats, including MP3 songs. If you already own a CD with a song you like, you can always import that song onto your computer using Windows Media Player.
6. By default, when you place a picture on the timeline it will stay on the screen for 5 seconds before moving to the next picture. When you start add transitions (which take time, themselves) this time drops down to around 3 seconds. This may not be enough time for you, especially if you are trying to narrate your slideshow, so you may need to change the timing of each of your photos. Use 'Tools' and then 'Options' to vary transition speed of images in the storyboard. You can also drag the images to increase the time they stay on the screen. When you are creating a slow-motion film increase the transition speed.
7. Go to <http://www.windowsmoviemakers.net/Tutorials/HowToEditVideo.aspx> for tutorials.

## Slow-motion

Slow-motion is a simple and easy way for students to write and create short films. The careful staging of each shot invites the student to consider framing, lighting and mise-en-scene. Use a digital camera to take a series of staged shots. Clay or plastic figures could be placed gradually in different poses and subtle changes made to the background as each shot is taken. The shots are then downloaded into a program such as Moviemaker 2 and edited at a faster speed. Sound and text can be added.

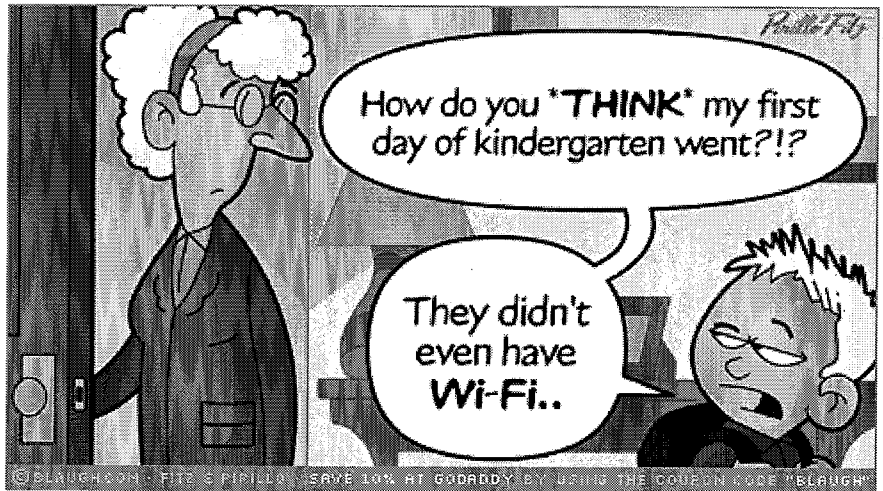
## Imaginative Engagement

- a. Video clips from Youtube or films: the trailers of films or a short clip from Australian Screen or Film Australia can be used to stimulate writing. There a number of clips that can be used to stimulate imaginative writing about belonging such as *Batman: The Dark Knight*.

- b. Images from Google certainly provoke thought and stimulate ideas. Paintings by Munch and Van Gogh are good story starters.
- c. Quotes from novels, poems and films can be used to start a story.
- d. Celestia, <http://www.shatters.net/celestia/>: students explore the universe in three dimensions - travel throughout the solar system to any of over 100,000 stars to be inspired to create science fiction stories or use the stills and clips to create their own short film or digital story.

## Critical Reflection

- a. *Using word processing for pupils to present their work even though the greatest potential is for pupils to compose, draft, revise and organise their thinking and writing* (Mumtaz and Hammond, 2002). When students compose texts using word processing they should be encouraged to critically evaluate and reflect on what they have written. This can be done effectively through: insert comment or track changes or as a scaffolded critical response.
- b. Blogs or wikis invite honest reflection and critical dialogues with other students. Peer marking could be done this way.



## Film and Play Scripts

<http://celtx.com/>: Storyboards, film scripts, etc – easy to use software that has outstanding models and scaffolds for students from year 7 through to Extension 2.

## Textual Intervention

Students can use insert comment or track changes to transform an original text such as a poem or a short story. They could use it to interrogate factual information or prepare notes for a report.

## Audio Tales: Recordings – MP3, Pod Casts, Mobile Phones...

Students can employ different voices and/or sound effects to add flavour and colour to a story or represent different perspectives.

1. An original poem is so much more dramatic when it is recorded!
2. An MP3 or a mobile phone can be used as recorder of the student's observations of life and people. Good writing is often inspired by experience and is enhanced



when students are encouraged to record their observations on a regular basis. These observations can then be downloaded and form the basis of a story or series of stories.

3. Audacity or Garage Band (Mac) – a free download - can be used to record a student story.

## Google Earth

- Students can use Google earth to create an interesting narrative. They find the setting for their story and then use Google earth to zoom into the location, add a marker, and write the story on different markers as the character moves to other locations.
- Use an IWB so that students can write comments and observations over a view in Google earth. Use screen shot to capture an image!
- Students could create information reports or persuasive texts for tourists using the markers.
- Students can download current and historical images, along with obtaining street level views in some suburban and urban areas. These images and videos can be embedded in PowerPoint or word processing documents for presentations.
- Students could create an environmental story or factual piece of writing.

## Interesting Sites

- <http://www.banksy.co.uk/films/index.html>
- <http://wordpress.org/>
- <http://ed.voicethread.com/#home>

## The Content Generator

Students create these columns in a word document. They could also use Inspiration or Kidspiration (<http://www.inspiration.com/>) to create a mind map to plan a story or factual piece of writing, or to create a character or setting. This enables students to use words and images to plan.

### Narratives

CHARACTER	LOCATION	GOAL	OBSTACLE	MAIN IDEA

## Factual Writing

SUBJECT	AUDIENCE	PURPOSE	FACTS	CONCLUSION

## CHARACTER GENERATOR

CHARACTER	PERSONALITY	APPEARANCE	ACTIONS	MOTIVES	ATTITUDES & VALUES

## SETTING GENERATOR

LOCATION	TIME	LOOKS LIKE	SOUNDS LIKE	FEELS LIKE

## Varying the Structure and Form of a Narrative

1. **Flashback:** Start at the end and show what has led to this moment.
2. **Multiple Perspectives:** A story told through two or more characters.
3. **Multiple Narratives:** Different stories connected by a theme or a motif, such as: survival.
4. **Pastiche:** Include a range of text forms such as: a narrative, newspaper clippings, a text message or MySpace posting.
5. **Circular Structure:** A story starts at a specific moment in a story, and then flashes back to explain the lead up to this moment, and then finally returns to the original specific moment.

## Take Six: Elements of a Good Digital Story

Practice reflecting on how well sample digital stories incorporate the *Take Six Elements*. How do you rate each of the six elements? Where are the strengths? Where areas need more shaping to increase the quality of the story?

Story Title:	Missing	Got It Present	WOW! Fully Developed
1. Living in Your Story			
2. Unfolding Lessons Learned			
3. Developing Creative Tension			
4. Economizing the Story Told			
5. Showing Not Telling			
6. Developing Craftsmanship			

Ideas for Increasing Story Quality:

**1. Living Inside Your Story:** The perspective of each story is told in first person using your own voice to narrate the tale. You share through the story who you are, what you felt, and what this event or situation means for you in such a personal way that it engages viewers in a very real and emotional experience. Rather than a detached telling that this happened and that happened, viewers experience you living inside this story. Your story is shared through the heart of personal meaning NOT the head.

**2. Unfolding Lessons Learned:** One of the most unique features of this specific digital storytelling style is the expectation that each story express a personal meaning or insight about how a particular event or situation touched your own life. The development of this feature originated with Dana Atchley and Joe Lambert. A good story has a point to make, a moral conclusion, a lesson learned or an understanding gained. Each story needs to have a point that is revealed in the end either implicitly with the media or stated explicitly with words.

**3. Developing Creative Tension:** A good story creates intrigue or tension around a situation that is posed at the beginning of the story and resolved at the end sometimes with an unexpected twist. A hook is created to intentionally draw the viewer into wondering how it will unfold and how will it all end. What does the title mean? Will the man get his fish? What does young girl find when she leaves home? Does Amber ever make friends and be a part of the classroom? What is the meaning of having a life without a father? The tension of an unresolved situation engages and holds the viewer until the end. Pacing is an invisible part of sustaining story tension as we know so well from the era of Hitchcock films. A surprise turn of events is always enjoyed by the viewers as long as a few clues are tucked into the telling of the story.

**4. Economizing the Story Told:** A good story has a destination – a point to make –and seeks the shortest path to its destination. Each digital story is no more than 3-5 minute based on a script that is no more than one (1) page or five hundred (500). The art of shortening a story lies in preserving the essence of the tale—using the fewest words and images to make your point. By holding clarity about the essence of the story, the additional narrative can be pared down.

**5. Showing Not Telling:** Good stories use vivid details to reveal feelings and information rather than just saying something was tall, happy, scary, or difficult to do. It was a dark and stormy night does not have to be said directly in the script. Unlike traditional oral or written stories, images, sound and music can be used to show a part of the context, create setting, give story information and provide emotional meaning not provided by words. Both words and media need to reveal the story through details rather than being directly stated.

**6. Developing Craftsmanship:** A good story incorporates technology in artful ways demonstrating craftsmanship in communicating with images, sound, voice, color, white space, animations, design, transitions, and special effects. All media elements are selected to extend the meaning rather than being bells and whistles that become distracting, overused or misused. Good craftsmanship creatively combines media elements to convey significant meaning rather than being used for “decorating” the story.

# Writing the Elements of Fiction

## **Write a strong lead**

The opening of a narrative serves two purposes: to hook the reader's attention and to set the stage for the story by introducing the characters, the setting and the problem.

## **Start in the middle**

Stories should not necessarily begin at the beginning. Try starting in the middle of the action. Aristotle advised writers to start *in medias res* – in the middle of things – more than 2000 years ago and that advice still stands. Writers can always flash back to supporting events, but a story must focus on the key problem or challenge right away.

## **Create some dialogue**

Dialogue is a key element in fictional narrative, often making up as much as half the story. The purpose of dialogue is to serve as a tool for defining character. Remember that two of the ways readers learn about a character is by what he says and what others say about him. Rarely does dialogue move the action along. Action needs action, not talk, but characters need effective dialogue.

## **Decide on a point of view**

Every story has a point of view or narrative voice with which it is told. The two most common are third person (a global view of the entire action) and first person (a story seen and told by one character).

## **Elaborate the middle**

The middle of the story consists of a series of events leading up to the climax or high point. Now that the writer has grabbed the reader's interest with an engaging lead, she/he must keep that interest by creating anticipation. Is the protagonist going to solve his problem? If so, how will it be done?

A literary rule of thumb is to have three events leading up to the climax or three obstacles that get in the way of the main character achieving his goal.

## **Craft an effective ending**

The problem is resolved, the challenge is met, the character has grown as a result of his experience. Now it's time to finish off the story in a way that leaves the reader satisfied and perhaps a bit wiser. One of the most effective ways to end a story is to revisit the opening paragraph and thereby make a circle. Other techniques include revealing the character's feelings or stating a decision or action.



# Checklist for effective narrative writing

[www.learning.luton.gov.uk/l2g/custom/files\\_uploaded/uploaded\\_resources/5620/WebQuest\\_It-nar-checklist.doc](http://www.learning.luton.gov.uk/l2g/custom/files_uploaded/uploaded_resources/5620/WebQuest_It-nar-checklist.doc)

## 1. Opening/introducing characters

Some possible options for opening a story 'to grab the reader':

- ☐ Using dialogue, e.g. a warning by one character to another
- ☐ Asking the reader a question
- ☐ Describing some strange behaviour of one of the characters
- ☐ Using a dramatic exclamation (Help!) or dramatic event
- ☐ Introducing something intriguing

### Techniques for introducing characters

- ☐ Using an interesting name
- ☐ Limiting description on how the character feels, e.g. *sad, lonely, angry* or what they are, e.g. *bossy, shy*
- ☐ Relying on portraying character through action and dialogue
- ☐ Using powerful verbs to show how a character feels and behaves, e.g. *muttered, ambled*
- ☐ Giving the thoughts and reactions of other characters
- ☐ Revealing the characters' own thoughts and ideas

## 2. Build-up/creating setting

- ☐ Making the characters do something
- ☐ Using detail based on sense impressions - what can be seen, heard, smelled, touched or tasted
- ☐ Basing settings on known places, plus some invented detail
- ☐ Creating atmosphere, e.g. what is hidden, what is dangerous, what looks unusual, what is out of place
- ☐ Using the weather, time of day and season as well as place

## 3. Dilemma

- ☐ Introducing a problem
- ☐ Using short sentences to be dramatic
- ☐ Strengthening nouns and verbs rather than using adjectives and adverbs
- ☐ Drawing the reader in by asking a question
- ☐ Occasionally breaking the sentence rule by using a fragment to emphasis a point, e.g. *Silence*
- ☐ Varying sentence openings

#### 4. Reaction/events

- ☐ Building on many of the techniques already used in the earlier part of the story
- ☐ Varying sentence structure by using longer sentences to get a rhythm going to describe the increasing tension as events unfold
- ☐ Using alliteration and short sentences to portray sounds within the action
- ☐ Using metaphor and simile to help paint the scene and describe the feelings of the characters
- ☐ Introducing further complications using connecting words and phrases such as *unfortunately...and what he hadn't noticed was...*

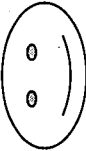
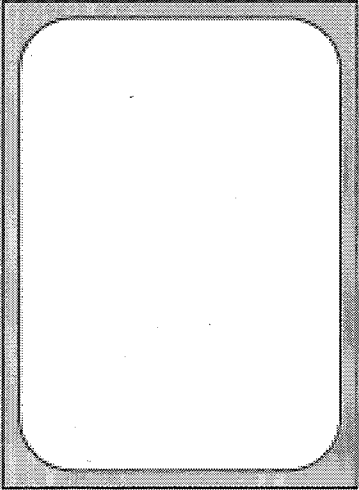
#### 5. Resolution and ending

##### Techniques for resolving the dilemma

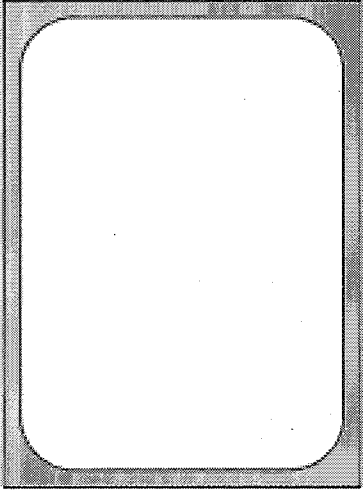
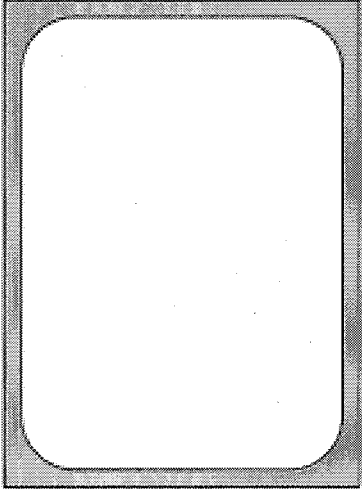
- ☐ Allowing help to arrive in an unexpected form, e.g. *It was at that moment that...*
- ☐ Making the character(s) do something unexpected
- ☐ Showing that the problem/dilemma was only in the characters' minds and not real
- ☐ Allowing the character some extra effort to overcome the problem
- ☐ Only resolving a part of the dilemma so the characters learn a lesson for the future

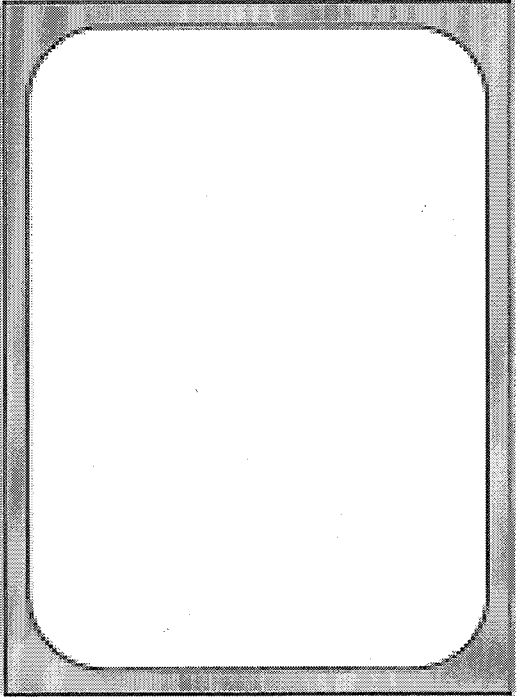
##### Possible options for closing a story

- ☐ Making a comment about the resolution
- ☐ Using dialogue - a comment from one of the characters
- ☐ Using a question
- ☐ Showing how a character has changed
- ☐ Using one word or an exclamation
- ☐ Avoiding clichés such as *The end* or *They all lived happily ever after* unless it is a fabrication of a traditional story
- ☐ Allowing the main character to think aloud
- ☐ Introducing an element of mystery, e.g. *Vanya would never know how lucky she was that ...*
- ☐ Looking to the future
- ☐ Revisiting where the story began

<b>PAGE:</b>	<b>DATE:</b>	<b>PROJECT NAME:</b>	<b>AUTHOR:</b>
<p><b>Here you do a quick sketch of what will appear at this point in your digital story... you can also paste a graphic or photo here...do whatever works to remind you of what 's going on ...</b></p> 		<p><b>FRAME/EVENT DESCRIPTION</b></p> <p><b>Here you describe:</b></p> <ul style="list-style-type: none"> <li>• what will appear on the screen (picture, clip, graphic or other kind of visual)</li> <li>• what listeners will hear (music, narrative, sounds)</li> <li>• your director's comments about what you are trying to achieve and communicate...</li> </ul>	<p><b>MEDIA LIST</b></p> <p><b>Here you list the specifics of every piece of media you will need; this will help you gather materials before beginning story construction; it also serves as a "works cited list" for copyright purposes...</b></p> <ul style="list-style-type: none"> <li>• Music, songs, sounds, voice recordings</li> <li>• Pictures, graphics, diagrams</li> <li>• Video clip</li> <li>• Text, title transitions</li> </ul>
<p><b>NARRATION:</b></p> <p><b>Here you write out or describe the narrative...</b></p> 		<p><b>Directions</b></p>	
<p><b>NARRATION:</b></p>			



<b><u>PAGE:</u></b>	<b><u>DATE:</u></b>	<b><u>PROJECT NAME:</u></b>	<b><u>AUTHOR:</u></b>
		<b><u>FRAME DESCRIPTION</u></b>	<b><u>MEDIA LIST AND DESCRIPTION</u></b>
<b><u>NARRATION:</u></b>			
			
<b><u>NARRATION:</u></b>			

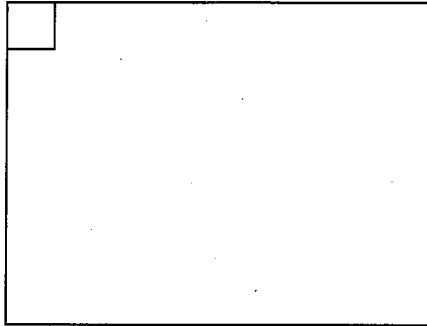
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		<u>FRAME DESCRIPTION</u>	
<u>NARRATION:</u>			
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# Storyboard Template for Digital Stories

Date\_\_\_\_\_

Student Name \_\_\_\_\_

Project Name \_\_\_\_\_



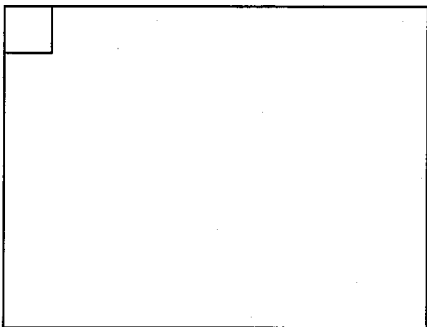
Narration \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Timing (secs.) \_\_\_\_\_

Effect(s) \_\_\_\_\_



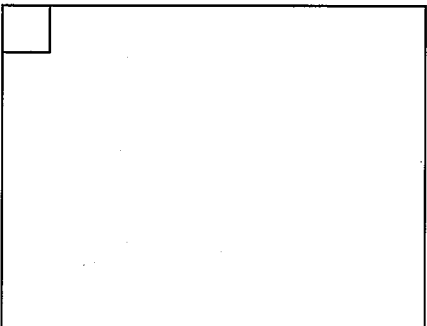
Narration \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Timing (secs.) \_\_\_\_\_

Effect(s) \_\_\_\_\_



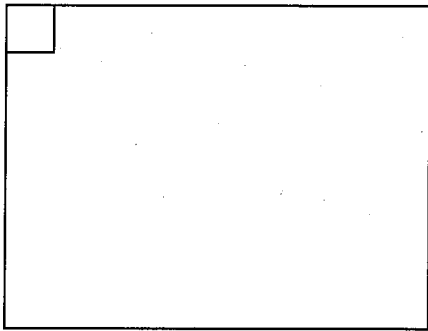
Narration \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Timing (secs.) \_\_\_\_\_

Effect(s) \_\_\_\_\_

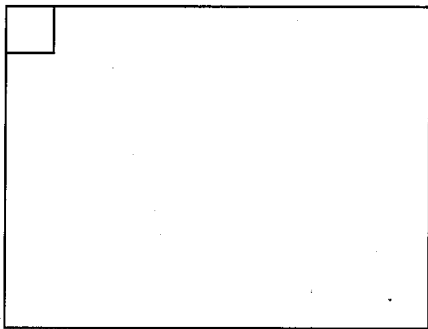


Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Effect(s) \_\_\_\_\_

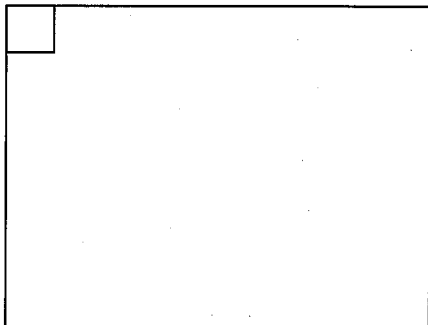


Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Effect(s) \_\_\_\_\_



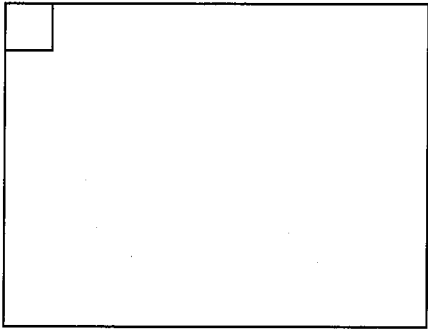
Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Effect(s) \_\_\_\_\_

Notes \_\_\_\_\_  
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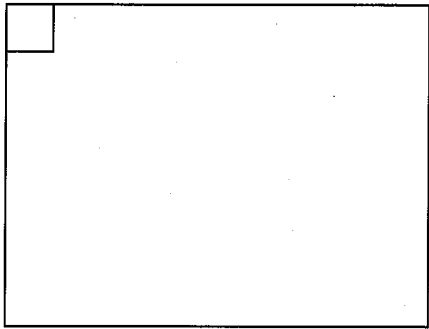


Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Effect(s) \_\_\_\_\_

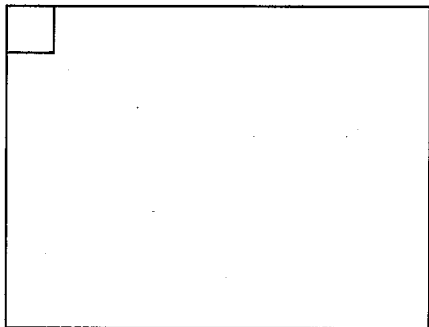


Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_

Effect(s) \_\_\_\_\_



Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
\_\_\_\_\_  
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Music \_\_\_\_\_

Effect(s) \_\_\_\_\_

Notes \_\_\_\_\_  
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Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
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Music \_\_\_\_\_  
Effect(s) \_\_\_\_\_

Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
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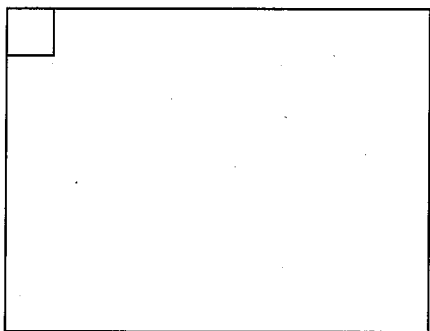
Music \_\_\_\_\_  
Effect(s) \_\_\_\_\_

Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
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Music \_\_\_\_\_  
Effect(s) \_\_\_\_\_

Notes \_\_\_\_\_  
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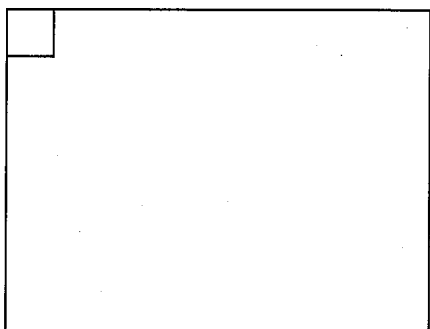


Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
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Music \_\_\_\_\_

Effect(s) \_\_\_\_\_

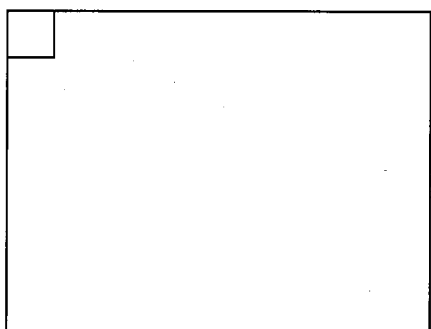


Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
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\_\_\_\_\_

Music \_\_\_\_\_

Effect(s) \_\_\_\_\_



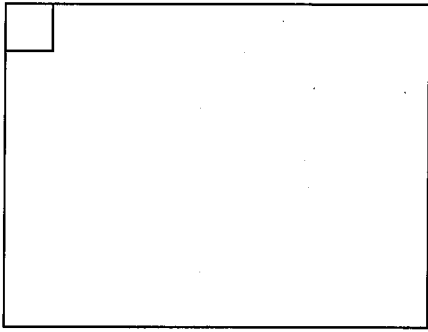
Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_  
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Music \_\_\_\_\_

Effect(s) \_\_\_\_\_

Notes \_\_\_\_\_  
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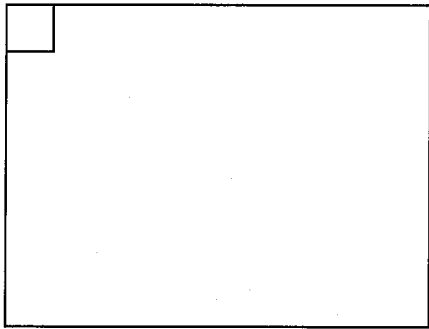
Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_

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Music \_\_\_\_\_

Effect(s) \_\_\_\_\_



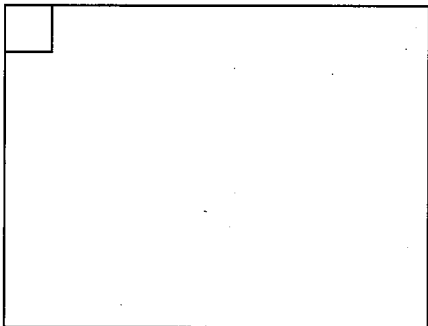
Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_

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\_\_\_\_\_

Music \_\_\_\_\_

Effect(s) \_\_\_\_\_



Timing (secs.) \_\_\_\_\_

Narration \_\_\_\_\_

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Music \_\_\_\_\_

Effect(s) \_\_\_\_\_

Notes \_\_\_\_\_

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Images

Transitions

Effects

Voiceover

Soundtrack

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Images

Transitions

Effects

Voiceover

Soundtrack

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Images

Transitions

Effects

Voiceover

Soundtrack

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Images

Transitions

Effects

Voiceover

Soundtrack

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Images

Transitions

Effects

Voiceover

Soundtrack

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Images

Transitions

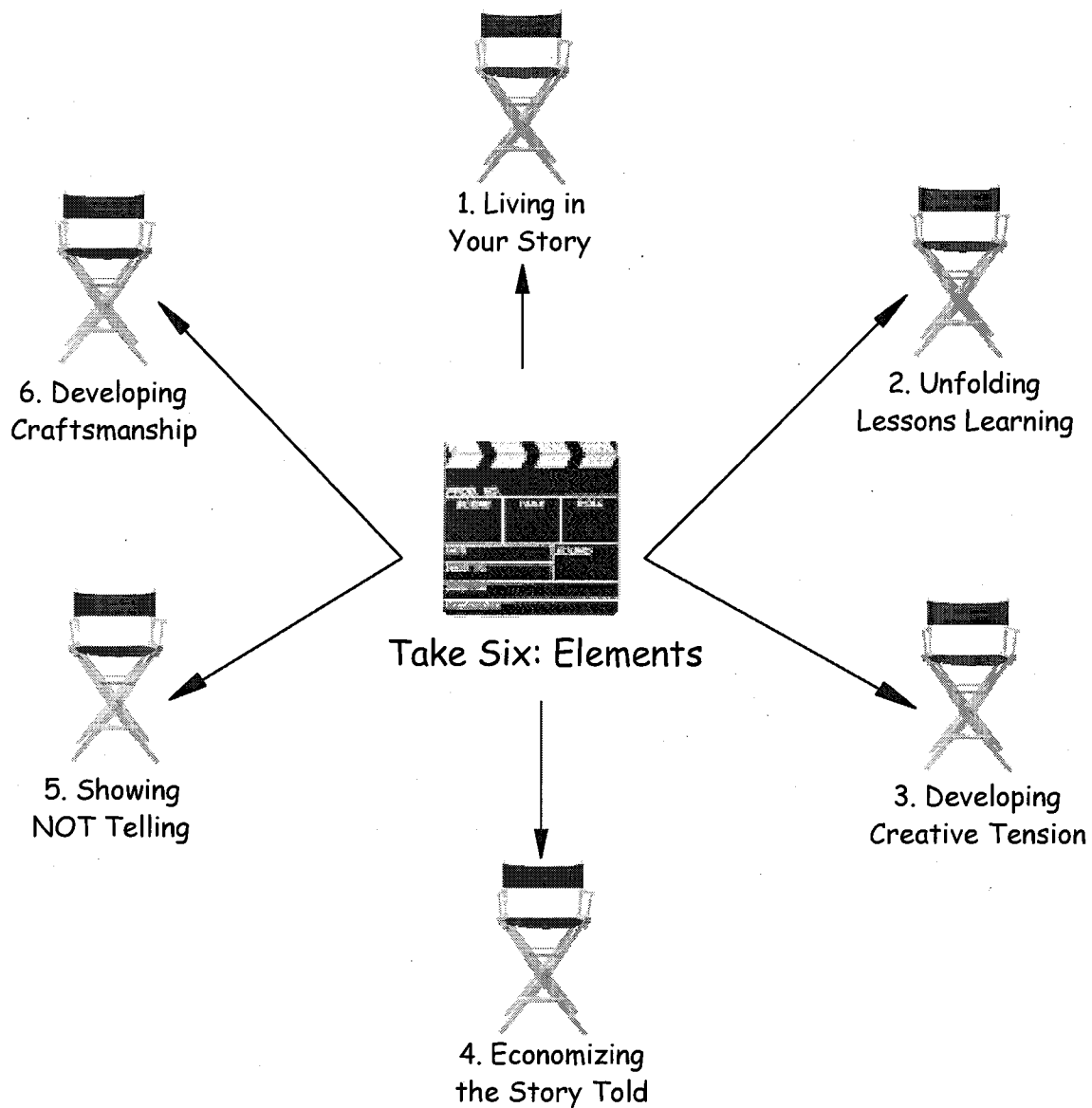
Effects

Voiceover

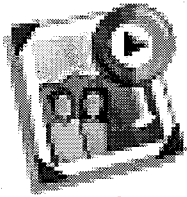
Soundtrack

## Take Six: Elements of a Good Digital Story

There is a great deal to consider in constructing a digital story. While there are endless approaches to crafting stories depending on purpose and audience, at least six elements are considered fundamental to this particular digital storytelling style.



[Adapted from The Center for Digital Storytelling's *Cookbook*. Their work with essential story elements has inspired and informed my own work with digital storytelling. [www.storycenter.org](http://www.storycenter.org)]



# Digital Story Telling

## Photostory as an Assessment Tool - Sue McNamara

They are also a very powerful vehicle for teaching many of the communication topics covered in the Speaking & Listening, Citizenship, English and HSIE curricula.

What do you want the students to learn?

- Imbedding ICT into the assessment task.
  - Computer management skills- saving and locating saved photos
  - Searching the internet for resources
  - Finding images.
  - Using digital cameras
  - Using microphones
  - Understanding the impact of music on the audience - The Power of the Soundtrack
  - Understanding the timing and transitions to maximum effect

What are the students to produce?

- Strict Guidelines
  - How many pictures
  - Type of pictures
  - Appropriate effects on the pictures
  - Text - Titles, narrative
  - Voice over narrating the "story"
  - Appropriate music
- Different Stages will require different levels of activities,

Stage 1      Sequenced pictures

Stage 2      Sequenced pictures, titles, music, narrative slides or voice over, transitions

Stage 3      Sequenced pictures, titles, music, narrative slides and voice over, advanced transitions

### Uses

- Sequencing of an activity (Stage 1)
- After an excursion - showing the relevance of the activities and the sequence of activities
- Assessment at the end of a topic of work - to show evidence of research skills

- Demonstrate a point of view

Sue MacNamara

## Digital Storytelling Rubric

Student Name: \_\_\_\_\_

CATEGORY	20	15	10	5	Subtotal
<b>Point of View - Purpose</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.	
<b>Voice - Pacing</b>	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.	
<b>Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.	
<b>Economy</b>	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	
<b>Grammar</b>	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.	

**Rubric for Digital Story Telling**

<b>CATEGORY</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>1. Purpose of Story</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
<b>2. Point of View</b>	The point of view is well developed and contributes to the overall meaning of the story.	The point of view is stated but does not connect with each part of the story, although an attempt is made to connect it to the overall meaning of the story.	The point of view is stated but no attempt is made to connect it to the overall meaning of the story.	The point of view is only hinted at, or is difficult to discern.
<b>3. Dramatic Question</b>	A meaningful dramatic question is asked and answered within the context of the story.	A dramatic question is asked but not clearly answered within the context of the story.	A dramatic question is hinted at but not clearly established within the context of the story.	Little or no attempt is made to pose a dramatic question or answer it.
<b>4. Choice of Content</b>	Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use contents to create an appropriate atmosphere/tone.
<b>5. Clarity of Voice</b>	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
<b>6. Pacing of Narrative</b>	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
<b>7. Meaningful Audio Soundtrack</b>	Music stirs a rich emotional response that matches the story line well. Images coordinated with the music.	Music stirs a rich emotional response that somewhat matches the story line. Images mostly coordinated with the music.	Music is ok, and not distracting, but it does not add much to the story. Not coordinated with images.	Music is distracting, inappropriate, OR was not used.
<b>8. Quality of Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
<b>9. Economy of Story Detail</b>	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
<b>10. Grammar and Language Usage</b>	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.

To use the rubric to evaluate student work on Digital Storytelling, you should determine the number of points achieved in each of 10 categories. Then add the points up for all 10 categories and multiply by 2.5. The lowest score possible is a "25" and the highest is "100." Please note that a score of at least a "3" in a category must be achieved for the quality of the student's work to be considered satisfactory in that category.

## Using Photostory

**Photo Story 3** is a **free** program that allows you to create stunning **multimedia** presentations from **digital photographs**. You can add great **effects** such as zooming into a photo or scanning across a scene. **Transitions** between pictures can be added as can text and special colour and texture effects. You can add **music** to your presentation either from an existing source or better still, make your own from within the program! The presentation can be saved as something you might watch on a **DVD** or small enough that you could **email** it or post it on your **website** to share.

While Photo Story is free (you can **download** it at <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/> or **install** it from your 'Learn IT, Teach IT' CD) there are some pretty hefty system requirements. Apart from a Pentium III computer with 256mb RAM minimum, you must have Windows XP and Windows Media Player 10 installed (which also can be downloaded for free).

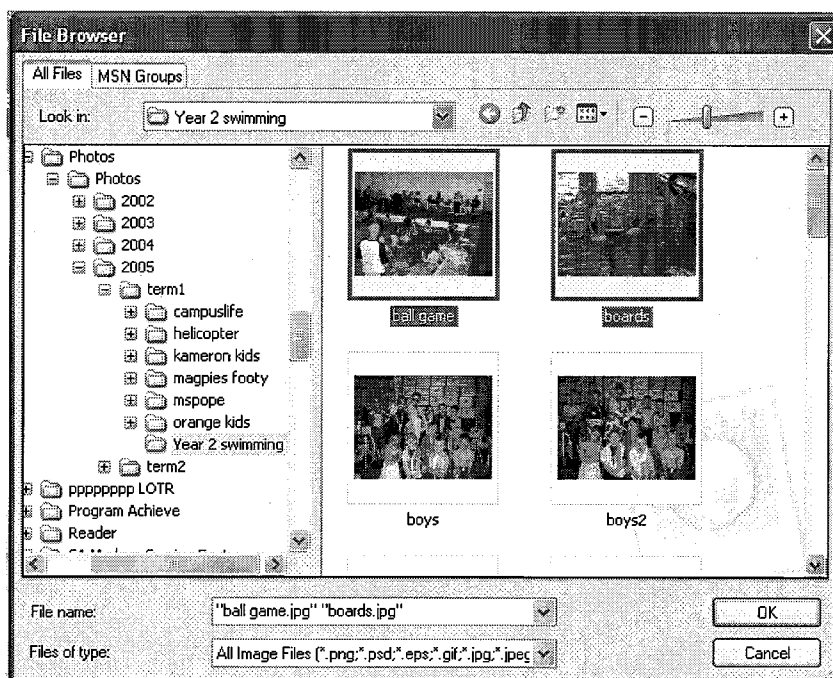
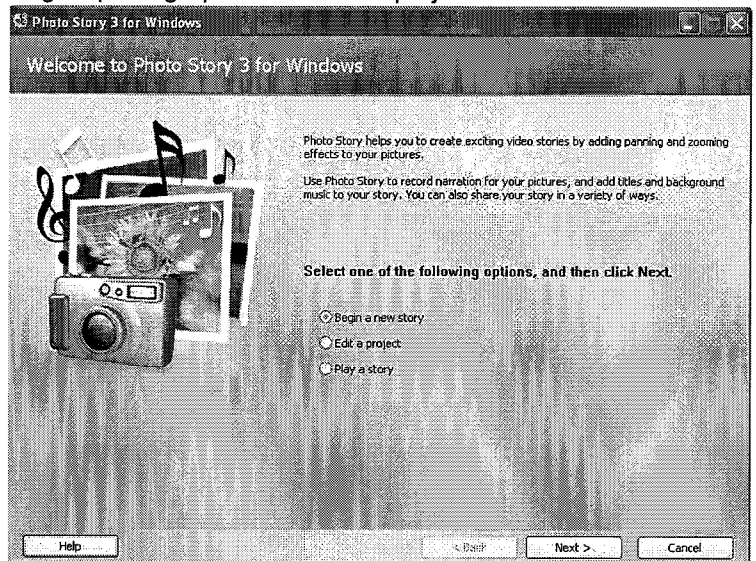
### Let's Begin!

Firstly, you need to make sure you have a collection of digital photographs to use. The project will work best if they are of uniform size and orientation (landscape or portrait) and in the JPG format. The more photos you use and the higher quality they are, the bigger your end project will be. For our first project select between 5-10 photos to work with. **N.B.** Even though we will manipulate the photos in Photo Story, the original photographs will not be altered.

When you open Photo Story 3 you will see a welcome screen. Tick '**Begin a new story**' and click '**Next**'.

Photo Story works within a 'Wizard' framework, with stages to be completed in sequence.

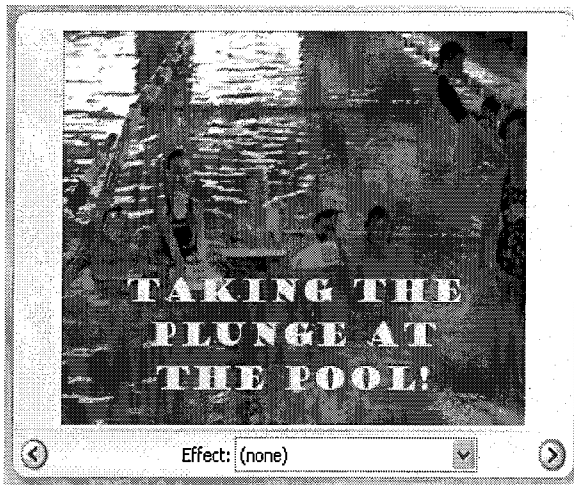
The first stage is to import your photos. Click '**Import Pictures**'. From the File Browser (see below) find and select the photos you want for your presentation.



**TIP:** Hold down SHIFT when selecting photos to grab multiple photos at once.

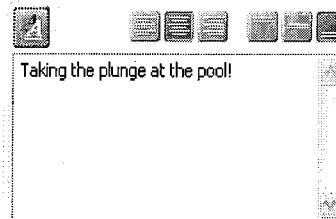
You will now see your imported photos on the **Timeline**. You can select them one by one to edit brightness, contrast, colour e.t.c.





You can add text on a picture to create a title for your story.

[Learn more about adding titles](#)



In the next stage you can add **text** to each photo. You can **align** your text so it sits at the top, middle or bottom of your photo.

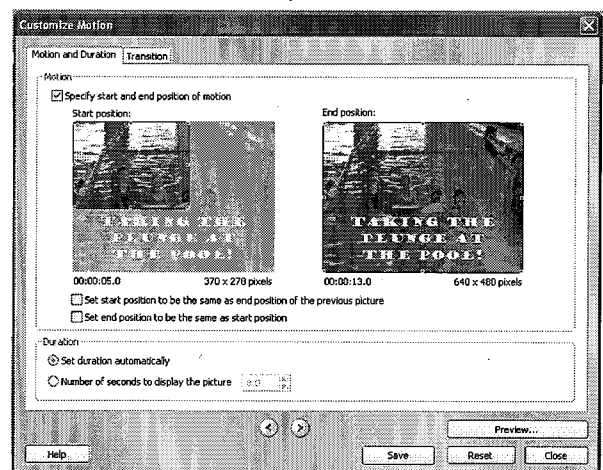
You can also apply some basic **effects** to each photo such as black and white and negative.

When you have applied text, click '**Next**'.

On the next screen we can add **narration** to the photos and **customise** how we will see the photos in the final show.

First, click on '**Customize Motion**'. This opens up a screen where you will see 2 copies of your photo—in the **Start position** and **End position**.

Place a tick in '**Specify start and end position of motion**'. On the Start photo, adjust the 'handles' so that only a portion of the photo is showing. On the Finish photo, adjust the 'handles' so that all of the photo is showing.



To view the movement you have made, click '**Preview**'. Make adjustments or just experiment with different

options. If the movement takes too long, set the number of seconds to display the photo in the '**Duration**' box.

At the top of this screen is a '**Transition**' tab. Here you can set the transition effect (how each photo merges into the next) kind of like you do it in Power Point.

Apply the movement and transition effects to all photos in your show, using the arrows at the bottom of screen and saving your progress when prompted.

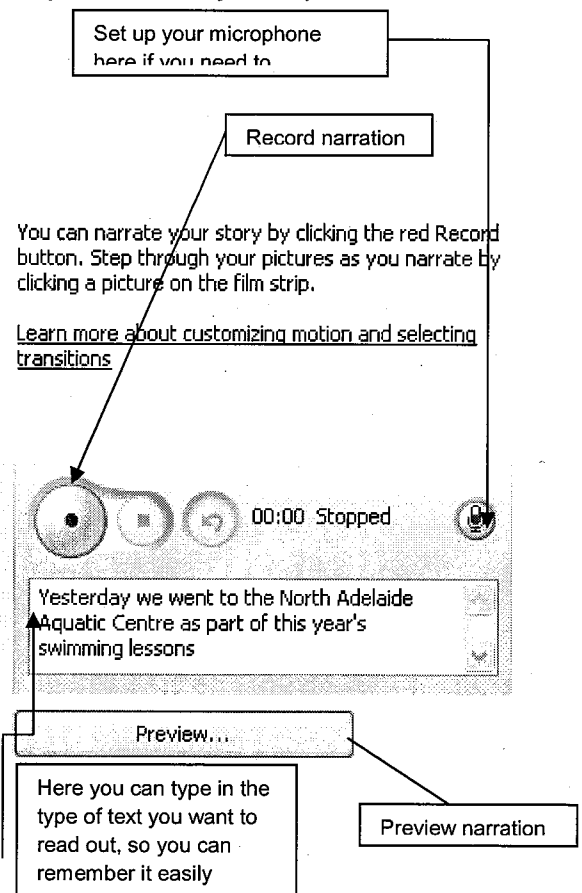
When satisfied, click '**Close**'. Now we're ready for adding Narration.

To add Narration you must have a suitable microphone plugged in. You can test how well your mic is working by clicking the icon. This will take you through a few simple steps to calibrate your mic.

To record narration for a **single** photo, click the icon, speak into it finished.

Alternatively, you can record narration for your **entire** presentation. Click the 'Next picture' icon to scroll through each photo, reading the script that is appropriate for each photo. Only click stop when you picture.

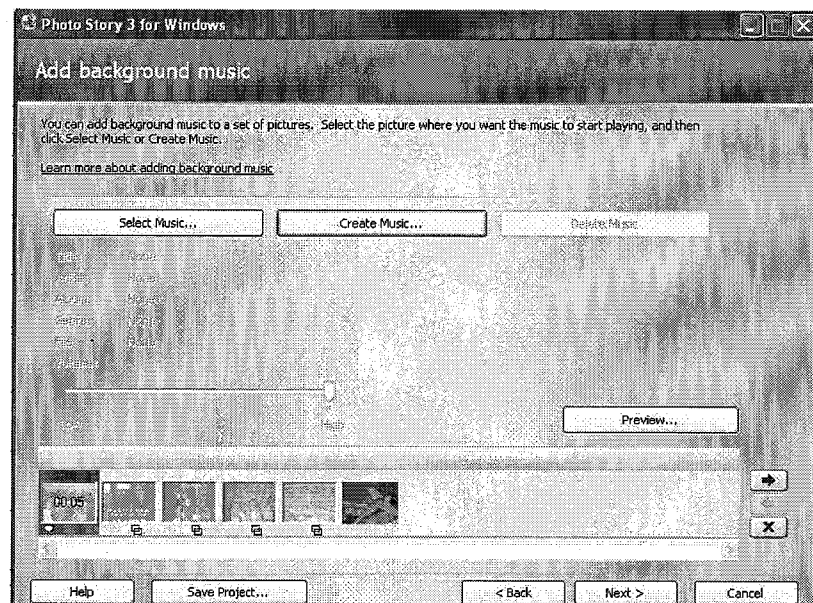
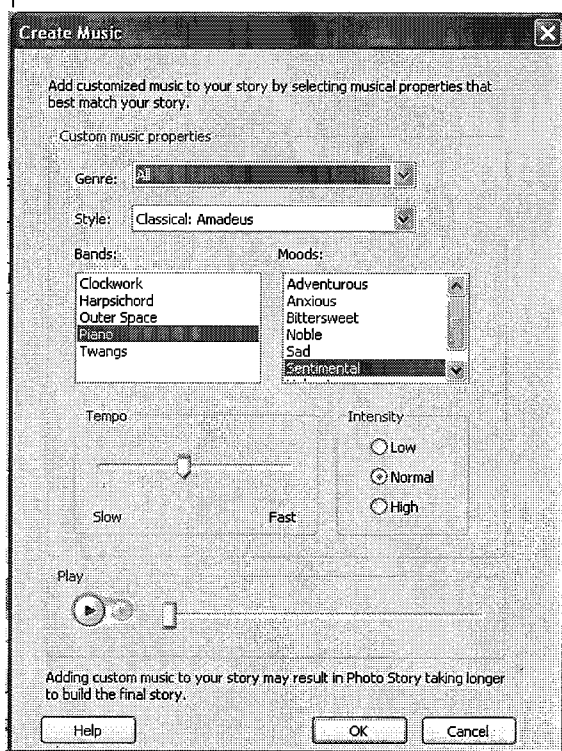
Click '**Next**' when you have finished.



The next stage is to add some **background music**. You can do this in 2 different ways—by adding **existing** music that is stored on your computer (such as MP3 files) or by **creating** your own.

Creating your own music is good not only because it is more creative but because it avoids potential **copyright** issues if you are going to publish your Photo Story.

Firstly, click '**Create Music**'. This brings up the following dialogue box (below).



You can use this tool to choose a **genre** of music (e.g. country, classical, rock, pop), a **style**, the **instruments** and **moods** to create a simple piece of music to play along with your Photo Story.

You can even adjust the **tempo** to make sure your music is appropriate to what is going on on-screen.

Experiment by selecting different options and preview your music with the '**Play**' icon. When you are satisfied with a piece of music you have created, click '**OK**'. This makes a music file that plays across the entire show. If you want different music for different photos you can do this by clicking on each photo in the timeline. Moving the Volume slider from Low to High changes the volume of the background music which is especially important if you have narration too.

A nifty feature is that no matter how you arrange your music it will always adapt so that the last beat always ends on the last frame of your presentation.

At this point, click '**Preview**' to see what your Photo Story looks and sounds like.

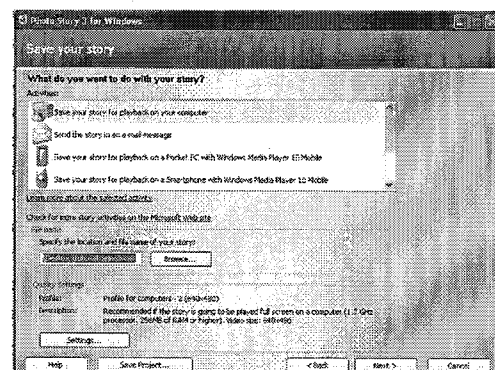
You can go **backwards** and **forwards** and make changes to any aspect of your story. If you are satisfied that your story is complete, click '**Next**' to begin the saving process.

First thing you'll want to do is save your project so you can edit it at a later date. Click '**Save Project**' at the bottom of screen to do this.. Next you can **publish** your story for others to see. You need to decide how you want to publish it. For instance, do you want to post in on a website or send it to someone via email? Or perhaps create a DVD of your story? You can even publish your story so it plays on a mobile phone!

Just remember that each option requires a trade-off in picture quality and file size. That is, the better the quality, the bigger the file.

When you have made your selection click '**Next**'. After a little while your presentation will be generated and your first Photo Story will be finished and ready to share!

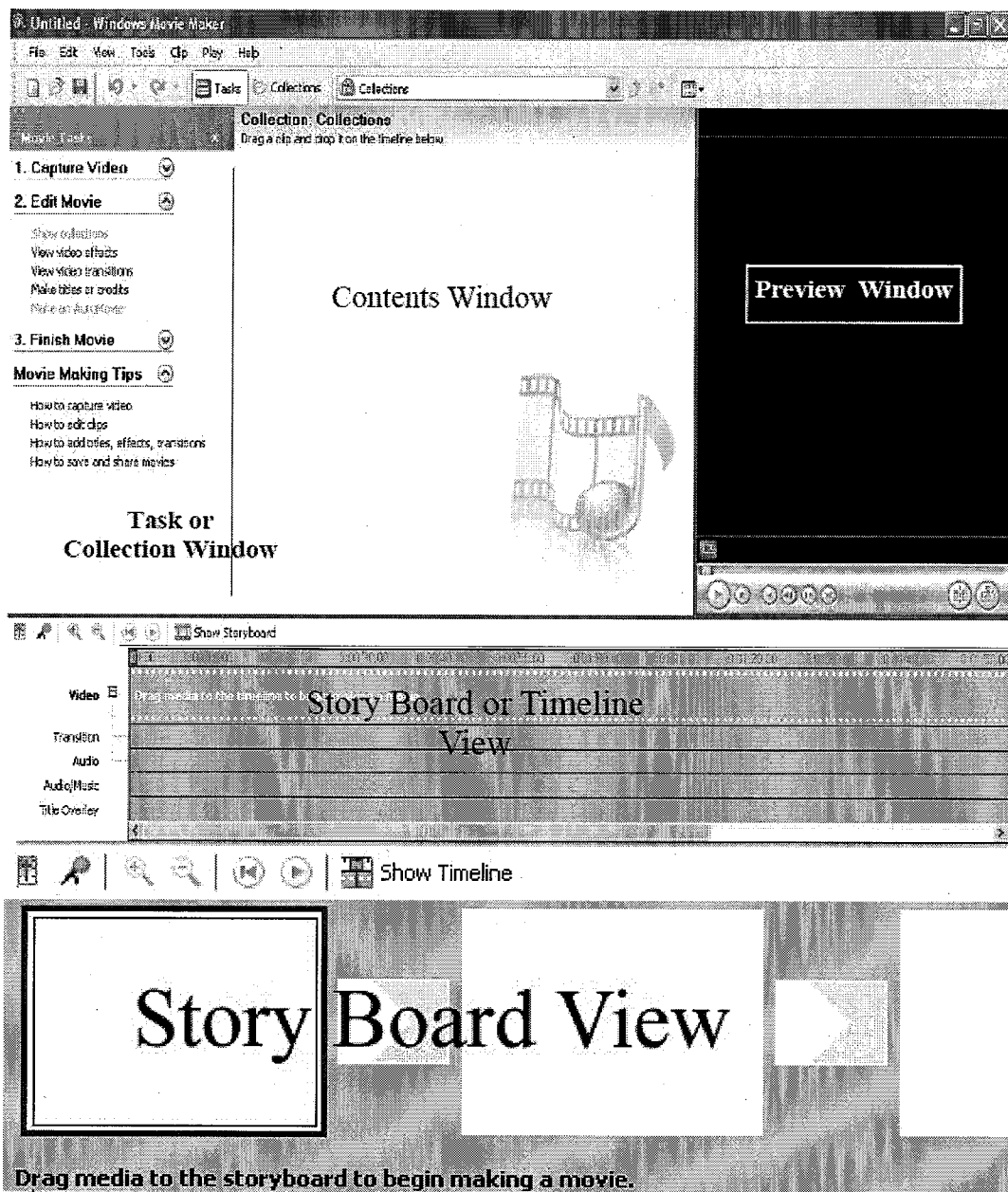
© Brad Edwards / The Hippo Helper [www.thehippohelper.com](http://www.thehippohelper.com)



# Create Home Movies Effortlessly with Windows Movie Maker 2

Windows Movie Maker 2 makes it easy for just about anyone to make movies on their computer. Just build your storyboard, edit your clips, add music, and you'll have your first movie ready to go!

## Interface

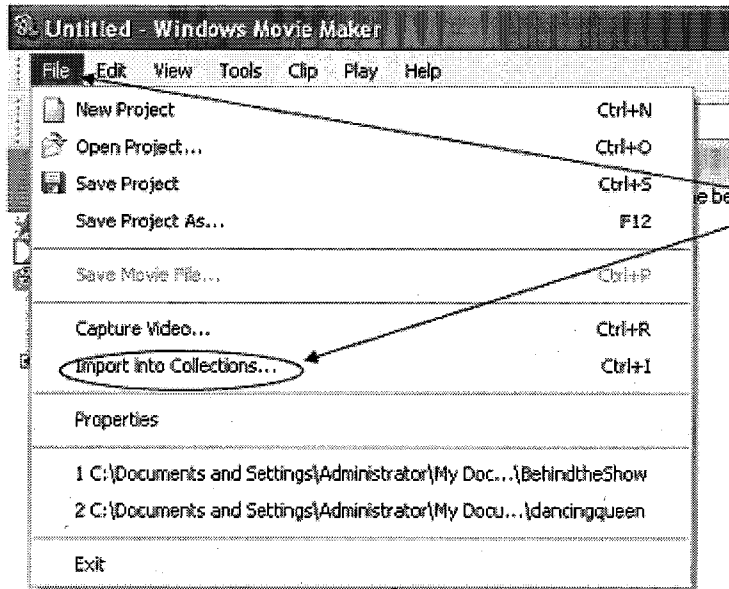


# Building a Storyboard

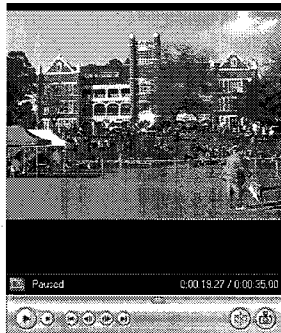
Movie Maker automatically divides your video into clips to make it easier to drag and drop the parts you want onto the storyboard where you put your movie together.

## To build a storyboard:

- Import video to your PC. You'll see your clips in the **Collections** view.



1. Click on **File**
2. Click on **Import into Collections**
3. Browse to the folder where you have the picture or video file and double click it. Movie Maker will then import it into your collections



- Double click on each clip to see how it looks in the preview window.

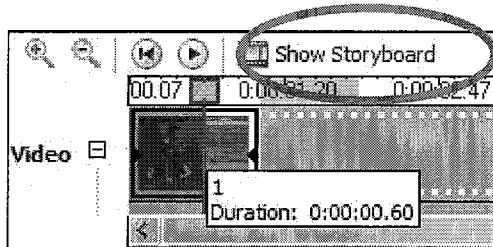


- Once you've decided which ones you want to put in your movie, click and drag the clips to the **Storyboard** in the order in which you'd like them to appear in your final movie.

- To rearrange your clips on the storyboard, just drag and drop them to a different location.

# Editing Your Clips

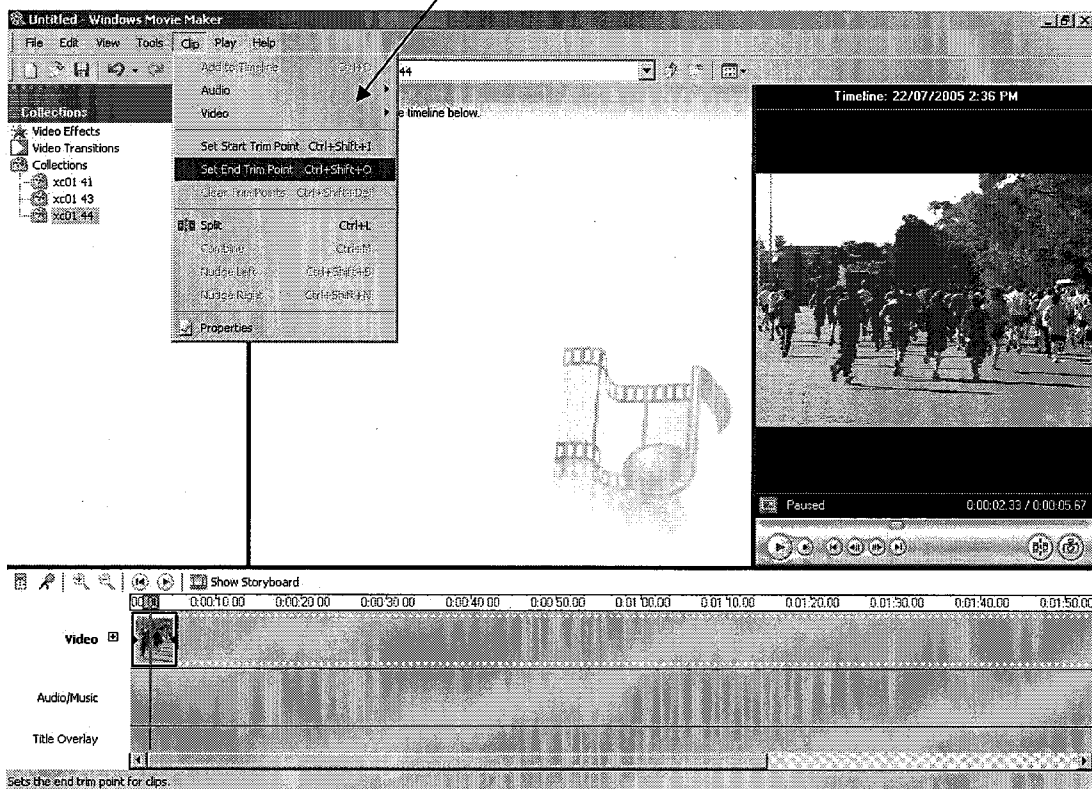
- Go to the **Timeline** view and click on the clip you'd like to trim.



To change to the **Timeline** view click on the button just above the storyboard.

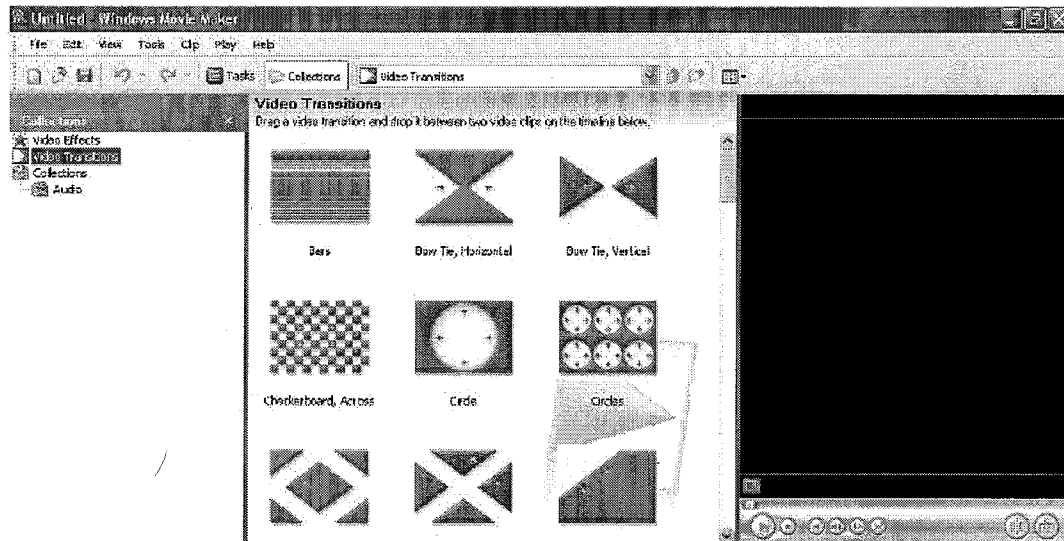


- In the **Preview** window, drag the scroll bar slowly and watch as the video progresses.
- Stop at the point where you want to trim the clip.
- On the **Clip** menu, click **Set Start Trim Point**. This will leave you with the end of the clip. If you click **Set End Trim Point** you will get the start of the clip.



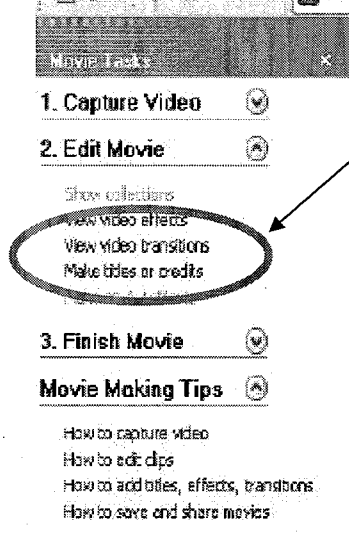
# Video Transitions

You can make your movie look more polished and professional by using transitions to move between clips. If you want more pizzazz in your vacation highlights, a fade or spin from one location to the next can really add excitement to your video.



## To add transitions:

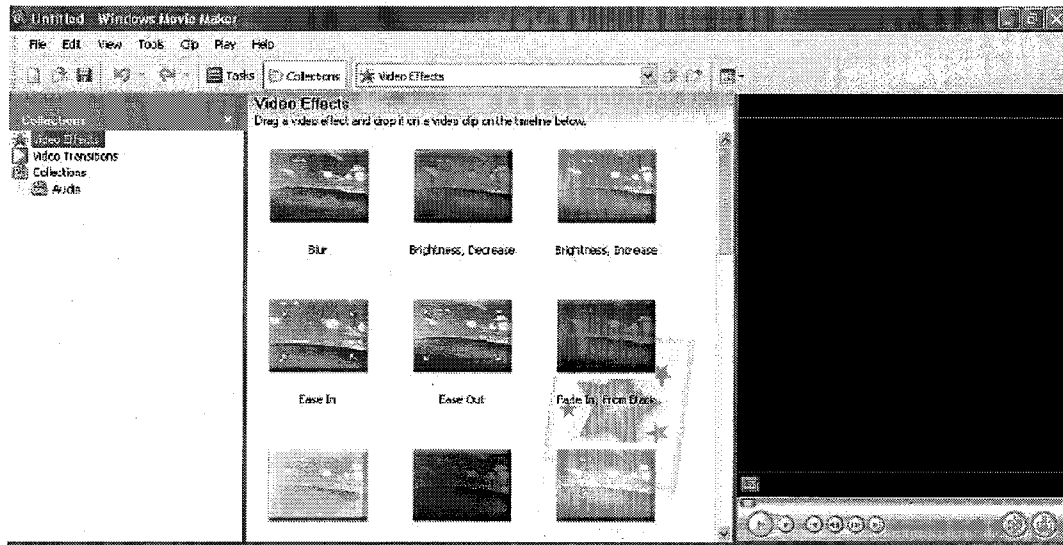
- Build your **Storyboard** by dragging clips in the desired order.
- Stop at the point where you want to trim the clip.



- In the **Edit Movie** section of the Task pane, click **View video transitions**. A selection of transitions will appear. (As shown above)
- Double-click the transitions to see how they look in the preview window.
- Once you've decided which transitions to include in your final movie drag them down to the Storyboard and place them in the squares between your video clips. (shown below)

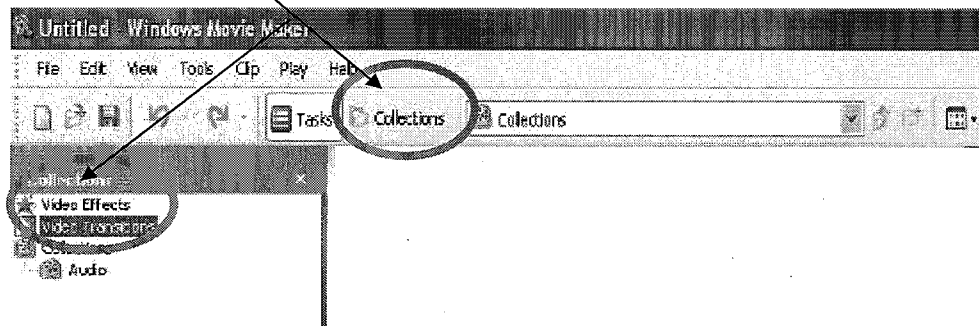


# Video Effects



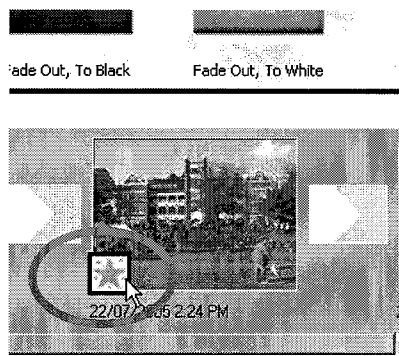
## To add effects:

On the **Toolbar** click collections, the collection window will appear on the side of the screen.



Now select **video effects** and a selection of video effects will appear.

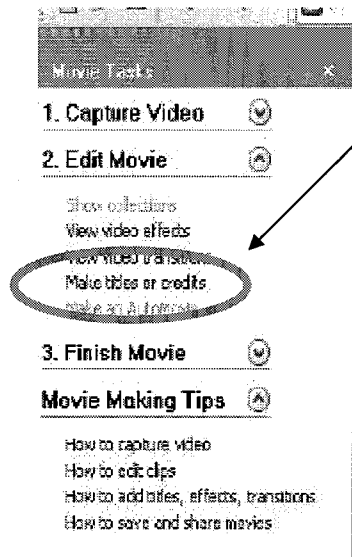
- Double-click the effects to see how they look in the preview window.
- Once you've decided which effects to include in your final movie drag them down to the Storyboard and place it on top of the star in the lower left hand corner of the clip.





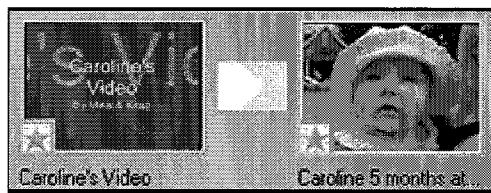
# Add titles and credits

To add titles and credits:



- In the **Task pane**, click **Make titles or credits**.
- On the next screen, click the appropriate link that corresponds to the place where you want to add the title or credits to your movie.
- Enter the text you want to appear in your title or credits.
- Click **Change the title animation**, and then select a title animation from the list. You can preview them by clicking on them.
- Click **Change the text and font colour**, and then select the font you like, as well as the colour of the text and background.

- You can also alter the transparency, font size, and position of the title.
- Click **Done**, and your title or credit will be added to your storyboard.



## Add Audio

- In the **Taskpane**, click on **Import audio or music**.
- Navigate to the music track you'd like to add to your movie .
- Click on **Import**.
- The music track will appear in your **Collection** view.

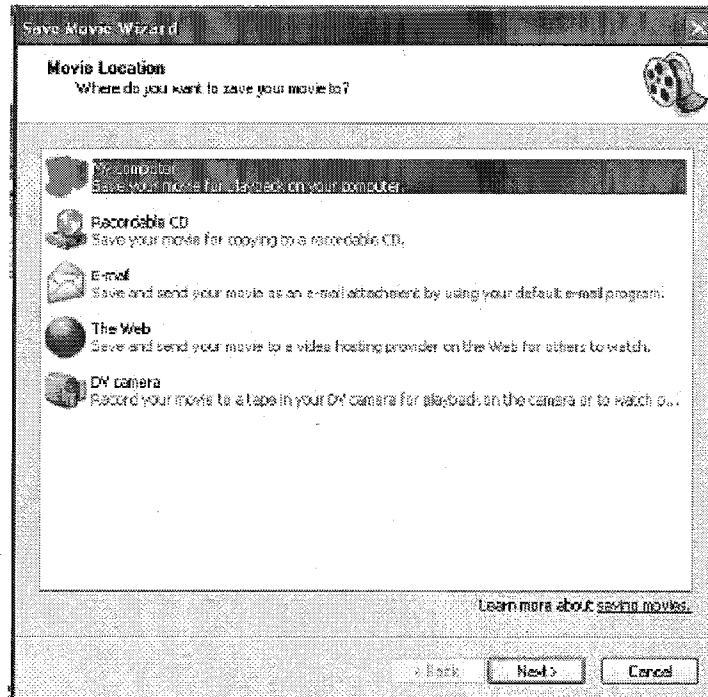


- Click on **Show Timeline** button in the **Storyboard** section of your screen.
- Drag your music track to the Audio/Music level of the **Timeline**.



# Saving Your Movie

Options offered by the Save Movie Wizard include:



## **My computer**

Choose this option when you want to store your finished movie on your PC. You'll be able to play it back on your computer using Windows Media Player.

## **Recordable CD**

Use this option to save your movie to a CD-ROM so your friends and family can view it on their own computers. To save movies to a CD, you must have a rewriteable or recordable CD drive attached to your computer.

## **E-mail**

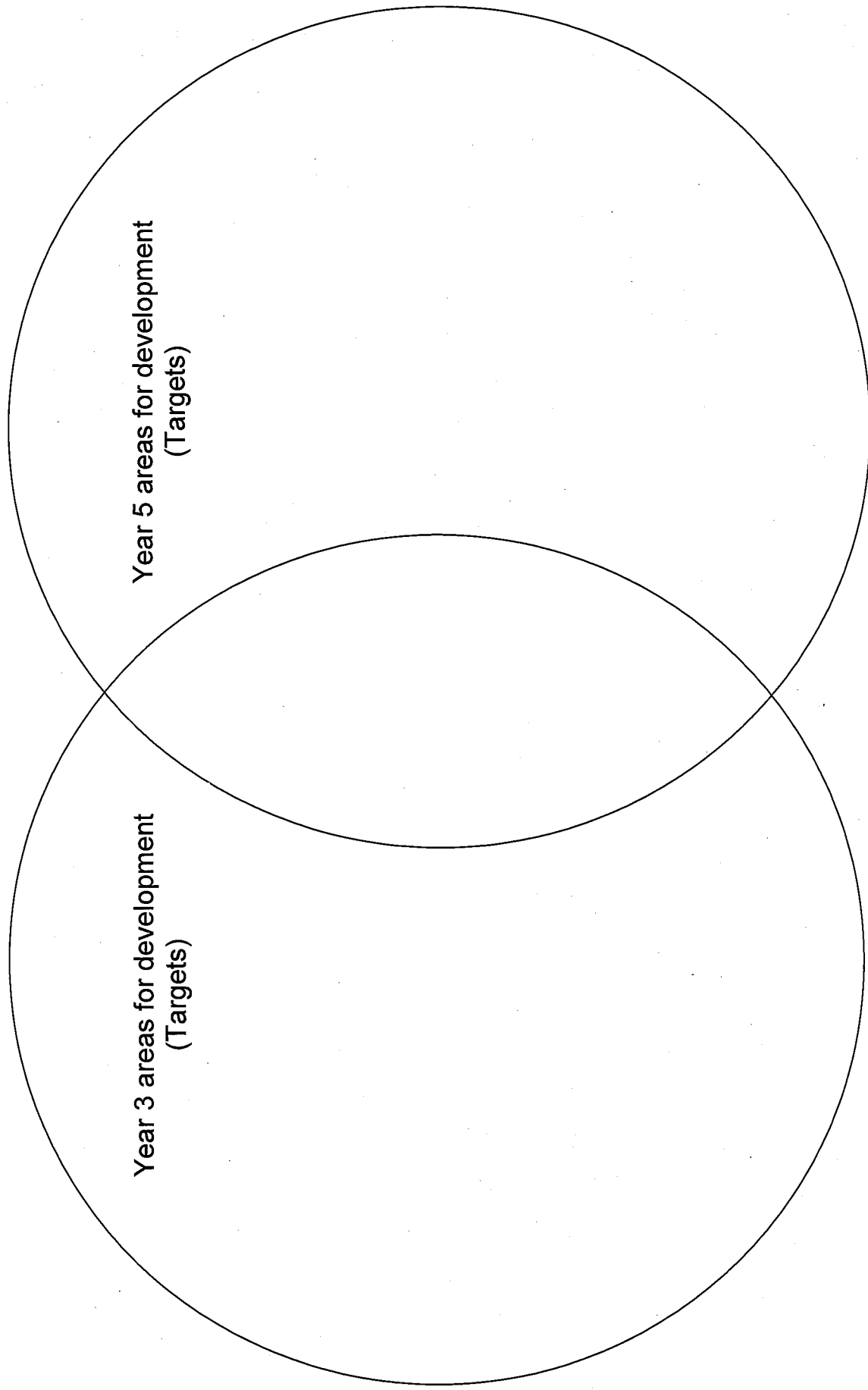
If your movie is short, you may want to send it directly in e-mail. This option will save your movie as an e-mail attachment. You'll probably want to select a lower bit rate (for example 56 kbps) in order to keep the file size down.

## **The Web**

You can post your movie to a Web hosting provider directly through Windows Movie Maker 2. If you don't already have an account at a video hosting provider, Movie Maker will walk you through the steps necessary to sign up with one of two providers that currently offer free trial accounts. Once your movies are posted, simply send a Web address to friends and family.

## **DV camera**

You can also save your finished movie back to the tape in your digital video camera when connected through a FireWire cable. This option enables you to view your movie on a television (when you connect the camera to a TV).



Data Analysis (Writing)

NAPLAN '08

